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ABSTRACT

In this unit, students from grades 4 through 12 study the cultural areas, traits, and life-styles of the North American Indians before settlement by the white man. Students examine the cultural traits of the Indians who live in 12 cultural areas to note the cause-and-effect relationship of traits to the environment and to make comparisons between cultural areas. The materials consist of 12 student booklets and a teacher's guide which contains learning activities, library research topics, discussion questions for each cultural area, and a six-page selected bibliography of student and teacher books. There is a student booklet on each of the following 12 areas: arctic, subarctic, northwest coast, california, plateau, great basin, southwest, plains, prairie, northeast, southeast, and meso-American. Short readings provide students with background information on the area's geography and climate and on the area's Indian society, including a description of its food, clothing, shelter, arts and crafts, and leaders. Responding to questions asked by the teacher, students discuss and examine their findings. They also participate in many class activities such as writing short stories, drawing maps, making sketches of Indian artifacts and jewelry, drawing a floor plan of the inside of a longhouse, and doing library research. Although the teacher's guide and student booklets are available on microfiche, 12 portrait drawings for display and a chart which outlines the cultural traits of each area are available only in hard copy from the publisher. (Author/RM)

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Teacher's Guide to:

The NATIVE AMERICANS

by Polly and John Zane

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NOTES TO THE TEACHER

The Native Americans is an integrated study unit of North American Indians as they lived in an historic period which began roughly a thousand years ago and stretched almost to the end of the 19th century. It is a description of cultural areas and traits, not an account of chronological events.

The series is comprised of: 12 portrait drawings, a chart, 12 booklets, and a teacher's guide with learning activity sheets for the students and general questions for summary discussion.

The portraits are for display. The chart, a survey of North American Indian cultural areas, has been prepared primarily as a tool for the teacher. In addition to a text identical with that in the chart, the booklets carry 25% more information presented in accurate illustrations and captions. The booklets are intended for the students. Extra sets of booklets may be ordered. With two extra sets, for example, all twelve culture areas may be studied simultaneously by a class of 36 students formed in three teams of twelve.

Each booklet is accompanied by a sheet of learning material. These sheets may be xeroxed for classroom use.

The set of general questions has been prepared for the teacher to stimulate discussion and comparison of all cultural areas at the conclusion of a thorough study of the material. It is suggested that the teacher encourage the students to first examine the different aspects of each cultural area noting the cause and effect relationship of traits to the environment. Later, comparisons can be made between one cultural area and another to examine similarities and differences in ways of life as indicated by such cultural traits as food, clothing, shelter, etc. Finally, broad generalizations should be sought for an understanding of how cultural areas evolved--how they developed distinct modes of living. The set of general questions is intended to stimulate this kind of thinking.

In no way is this study unit intended to be all inclusive either as to depth of inquiry or as to complete coverage of the subject. There is a suggested bibliography for this purpose.

GENERAL QUESTIONS

1. In a total environment or eco-system what are the geographic factors that are important?

2. What aspects of climate would determine the kinds of vegetation in a particular area?

3. The major food sources were fish, game, wild plants, seeds, and cultivated plants. Think about the natural environment which would support these foods. Does it appear as though cultural areas seem to develop according to environmental areas?

4. What influences besides natural environment might influence a people's way of life?

5. The climate west of the Continental Divide is dryer than on the eastern side. How did the texture and consistency of the wild plants and the ways of preparing them differ?

6. Relate the type and size of shelters used in each cultural area with the eco-system that supported it.

7. Why does our physical environment not affect our cultural characteristics as much today as it did the Indians in former times?

8. Women, not men, were believed to have been the first farmers in North America. Why do you think this was so? Were men occupied with other things? If so, what?

9. Most food eaten today is from some form of cultivated plant (oats, barley, wheat, rice, rye, etc.). This was also true for the Indians. How do you think the Indians learned the art of farming?

10. Pottery was used primarily by sedentary peoples. Why do you think this was so? How was cooking done where there was little or no pottery?

11. The number and complexity of distinct crafts depended on subsistence patterns. Can you tell why?

12. List the cultural areas where farming contributed the majority of the food. How does an agrarian society develop differently from a hunting and gathering society? Can you make some generalizations about this? Compare Meso-America with the Great Basin in this respect.

13. How did the duties of men and women in a warlike culture differ from those in a peaceful culture?

14. The economic, social, and especially the technological changes of the past 100-200 years have altered men's and women's roles. In what ways?

15. In some regions women did most of the farming, in others men did. Can you explain these opposite approaches to farming?

16. How did religion relate to the basic needs and fears of the people?

General Questions (Continued)

17. Do you think Indian art was more functional than the art of today? If so, in what way?

18. How did lack of medical knowledge affect Indian customs and society?

19. Prior to European contact, the Indians had no formal schools. Learning depended on imitation, tutoring, and games. What do you think of this?

20. Why do you think fighting and warfare were considered noble and honorable by the Plains people? Did all cultural areas feel this way?

21. As the North American Indians left no written records, with the exception of the Meso-Americans, how do you think we know so much about them?

22. The Indian way of life may seem simple to you, but how long do you think you would survive if you had to obtain your shelter, your clothing, and each day's food from your natural environment?

23. Do you think the North American Indian knew better how to use natural resources than we do today? Compare the ecology of North America under the Indians and after European colonization.

24. We have called this study of North American Indians <u>The Native Americans</u>. Can you explain why?

ARCTIC

Learning Activities

1. Make a list showing how the different parts of the caribou were used. Do the same for the seal, the whale, and the walrus.

2. What tools did the Eskimos make? What natural resources were used? Draw some of these tools and note what they were made of.

3. Write a short paragraph telling why you think the Eskimo's way of life has changed less than the other North American Indian's.

Library

1. Why was the igloo, even though not transportable, so well suited to the semi-nomadic Arctic Indian? Find out how they were made and how they kept out the cold.

2. Find out something about the Eskimo's ceremonies relating to marriage, birth and death, and the search for food.

3. How did the lack of wood affect the Arctic Indians? In what way did they obtain heat and light?

Discussion

1. What made the dog so valuable to the Arctic Indians? Compare to other cultural areas.

2. How did the harshness of the climate affect the development of arts and crafts? Compare this to the Southwest.

3. Discuss the roles of men and women. Why do you think this pattern developed?

4. Why were there no large Arctic political units as there were in such other areas as the Northeast?

5. How did the change of seasons affect the lives of the Eskimos?

Vocabulary

caribou
Eskimo
fjords
igloo
kayak
mammals
umiak

SUB-ARCTIC

Learning Activities

1. List the ways bark was used by the Sub-Arctic Indians. Divide the list into the sub-headings of food preparation, clothing, shelter, arts crafts and tools.

2. How were snowshoes and toboggans made? Draw pictures of them.

3. Draw a map showing the boundaries of the provinces in Canada, noting where the major tribes were located. Label the major lakes and rivers.

4. Explain what deadfalls and snares are and draw pictures of them.

Library

1. Find out how the moose and the caribou were hunted, remembering that the caribou lived in the treeless tundra, the moose further south in forested land.

2. What language families existed in the Sub-Arctic?

3. Was the tipi difficult to heat? How did the smoke get out? Where did they sleep? Did the Sub-Arctic Indians bathe in the tipi?

4. What natural resources were used in the making of tool and household objects? See if you can find out more about these than is in the booklet.

Discussion

1. Bark was as important to the Sub-Arctic people as buffalo hide was to the Plains Indians and wood to the Northwest. Explain this statement. Why was a bark container the most common of household objects in the Sub-Arctic?

2. In what ways were the Sub-Arctic Indians similar to their neighbors in the Arctic? How did they differ? What was the main difference in their environment?

3. Why were the snowshoe and the toboggan so useful in the Sub-Arctic?

4. What sort of things caused fighting and feuds? How does this compare to life today?

Vocabulary

breechclout
coniferous
deadfall
dentalia
endemic
leggings
snares
terrain
toboggan
tundra

NORTHWEST COAST

Learning Activities

1. Make a map of the Northwest Coast cultural area showing the natural waterways, mountain ranges, and location of major tribes. Where did the handsome Nootka, on the cover of this booklet, live?

2. Write a description of a potlatch. (Use your library for reference.)

3. Draw a totem pole of the Northwest Coast. Explain the meaning of the carvings. Draw your own totem pole, using your family background for symbols.

Library

1. Write short biographies of Seattle and Spokane.

2. Find out what kinds of trees were endemic to the area of the Northwest Coast.

3. What was the purpose of making elaborate masks? How did they relate to religion, sickness and death, marriage, and childbirth? What about the relation to subsistence?

4. Find out why the climate was more temporate than one might expect considering how far north the area was.

5. Learn about the life cycle of the salmon.

Discussion

1. Wood to the Northwest Coast was as important as bark to the Sub-Arctic and buffalo hides to the Plains. Explain this and tell the many ways in which it was used.

2. Salmon was of paramount importance to this cultural area. What effect did the abundance of this fish have on the lives of these Indians?

3. How were the salmon caught?

4. What effect did the accumulation of wealth have on the lives of the Northwest Coast Indians?

5. Why was cedar bark rather than animal skins used for clothing?

Vocabulary

aesthetic	functional	status
coniferous	mythical	spawning
endemic	paramount	temperate
fjords	potlatch	totem pole

CALIFORNIA

Learning Activities

1. Make a list showing the different steps necessary in gathering, preparing, and cooking acorns. Are acorns eaten today?

2. Draw a map showing where the different tribes in the California area were located. See if you can find out if they exist today. Where did the woman on the cover of this booklet live?

Library

1. How were Californians influenced by their surrounding neighbors?

2. What materials were used in making baskets? Locate pictures of some of the California basketry. Make two or three drawings of different basket styles.

3. Write a short biography of one of the California leaders.

4. Learn from library books about the sweat houses in California--how they were built--who used them--and how often.

5. Find out what types of shells were used for beads and how they were strung together. Did they have a purpose other than ornamentation?

Discussion

1. California had a great diversity of life style and cultural traits. Do you think this was due to the influences of neighboring cultural areas or to climate and geographic factors? Discuss.

2. What natural resources were used in the making of clothes and shelter?

3. Why do you think farming was not an important part of their subsistence?

4. Political units were small. Why do you think this was so?

Vocabulary

aesthetic
artifacts
domed
embedding
estended family
foraging
precipitation
stone-boiling
tannic acid
thatched
triblet

PLATEAU

Learning Activities

1. Make an outline map of the Plateau area and on it show some of the Plateau tribes including the Nez Perce, Chief Joseph's tribe. Draw in the states that occupy this region. Label the surrounding cultural areas.

2. How were salmon caught? Compare this to the ways the Northwest Coast Indians caught salmon. Make illustrations of some of their devices.

Library

1. Chief Joseph--one of the most famous of Indian Chiefs--typifies the democratic pacifism of the Plateau. Write a short account of his life illustrating this point.

2. What is an eco-system? How would you describe the eco-system of the Plateau?

3. What is the difference between sun-dried pottery and pottery baked in an oven? How can each be used?

Discussion

1. Why do you think a cultural area is influenced by the cultural traits of surrounding areas? Name those cultural areas which surrounded the Plateau and describe the influence each had on the Plateau lifestyle.

2. In which part of the Plateau do you think bark clothing might have been used? Is that similar to another cultural area?

Vocabulary

bast
contiguous
dip-netting
dominant
eco-system
fur strip clothing
pacifism
seines
tanning

GREAT BASIN

Learning Activities

1. Draw a map of this area and show the mountain ranges on either side, the neighboring cultural areas, and the present day states.

2. Find drawings or photographs of differently-shaped metates and draw them.

Library

1. Write a short biography of one of the women leaders and one of the men leaders. Use your library list to locate source material.

2. Do you think the Great Basin Indians were affected by the White settlers to the east? Why? How did this affect the size of the social and political units?

3. See if you can find out what kinds of seeds were eaten by the Great Basin Indians.

4. Explain the advantage of a communal hunt over hunting by a single person.

Discussion

1. Why is this area called the "Great Basin"? In what ways was it similar to the Arctic? In what ways not?

2. Were the Great Basin Indians a settled people or wanderers? Why? How is this reflected in their homes?

3. Contrast the roles of men and women with that of the Arctic and the Southwest. How were they similar to the first and dissimilar to the second?

4. Why do you think craft specialization was almost non-existent in the Great Basin?

Vocabulary

arid
density
family band
fibrous
meager
metate
milkweed
pinon tree
plunder
shrubby
terrain
wickiup

SOUTHWEST

Learning Activities

1. Although there were many differences between Southwest tribes, they may be divided into three groups: the Pueblo Indians, the non-Pueblo farming tribes--Pimas and Papagos, to the south, and the Navajos and Apaches. Draw a map showing approximately where these tribes lived in the Southwest cultural area. Outline boundaries of present day states and note large mountain and river systems.

2. In a few short paragraphs, describe the differences in lifestyles in the groups above.

3. Find pictures of Navajo blankets, silver jewelry, and the beautiful painted pottery made by the Pueblo Indians. Make sketches of them.

Library

1. From library books learn the story of corn and its importance (even today) as a major food crop. Tell how it is planted, harvested, and the many ways it is prepared for eating.

2. Find out how the Navajos made their jewelry and what kinds of stones and metals they used.

Discussion

1. What effect do you think the well developed farming economy had on the development of the Pueblo type home?

2. How does the Southwest resemble the cultures of Meso-America in this respect?

3. Is climate an important factor in the cultural traits of the Southwest Indians? Why?

4. Elaborate on the idea that highly developed skills in the arts and crafts usually accompany a stationary type of life, such as in the Southwest. Why do you think this is so?

5. Do you think a stationary life might also influence the size of the social and political units? Why? How does this apply to the Southwest?

Vocabulary

adobe	hogan	nomadic
breechclouts	kilts	pueblo (house style)
erroneously	maize	wickiup

PLAINS

Learning Activities

1. The Plains Indians left their history in the form of pictures painted on buffalo hides. Samples may be found in books in the library. Show life today in several drawings done as though they had been painted by a Plains Indian.

2. Make a list of the ways the buffalo was used by the Plains people. How does this resemble other areas?

3. Write a short story about two of the great Plains leaders.

4. Draw a map showing which provinces of Canada and the United States are included in the Plains area. Locate the tribes listed in the booklet and find where Yellow Lodge of the Sarci tribe lived.

Library

1. Find out something about the Vision Quest and what this meant to the young men of the Plains.

2. Learn more about coup sticks and the value system related to them.

3. At the end of the 19th century the buffalo became virtually extinct on the Plains. Why was this so? Could it have been avoided? How did it affect the Indians living on the Plains?

4. How did the Indians feel about the ownership of land and other possessions? Did men or women claim ownership over most things? Find out all you can about this and compare these values with our own.

Discussion

1. The use of horses spread up from Mexico and greatly influenced the lives of the Plains Indians. In what ways did it do so?

2. Compare violence and death among the Eskimo and Plains people. Was fighting considered honorable in both areas?

3. Why was the land of the Plains suited to the buffalo and small game but not to fish and fresh berries and roots?

4. Compare the travois to the dog sleds of the Arctic. Why was each suited to its own particular area?

Vocabulary

arid	kinship	roche
extinct	nomadic	tipis
jerky	pemican	vision quest

PRAIRIE

Learning Activities

1. Write a brief description of the three methods of making pottery--modeling, molding, and coiling--and illustrate them. What advantage does one have over another?

2. Find pictures of at least three of the great leaders and write a short biography of each.

3. What present states are included in the Prairie culture area? Make an outline of the area and of the states inside its borders.

4. What is the difference between a wigwam and a tipi? Make a sketch of each.

Library

1. Write a short description of the following geographic terms: plain, prairie, plateau, and basin.

2. What facets of the Prairie lifestyle seem to stem from the geographic area in which they lived?

3. Find out something of the history of the Sauk and Fox tribes.

4. Learn more about wild rice than that it grows around the Great Lakes region. How is it gathered and prepared? Is it really a rice? Why is it so expensive today?

5. Write a short paragraph about the calumet peace pipe and the meaning of ceremonial smoking in general.

Discussion

1. What effect did the culture of the Northeast Indians have on the Prairie Indians?

2. How were parts of the Prairie culture similar to that of the Sub-Arctic?

3. In what ways did the Great Lakes contribute to the cultural aspects of the Prairie Indians?

4. Why do you think there were so many different types of shelter on the Prairies?

Vocabulary

calumet
coiling (clay pots)
conical
diversity
domed
modeling (clay pots)
molding (clay pots)
nomads
vastness
wigwam

NORTHEAST

Learning Activities

1. Draw a floor plan of the inside of a longhouse using library books for reference. Show where different activities occurred such as sleeping, eating, and the making of fires.

2. Many of the Northeast leaders were very famous. Select two or three and write biographies of them.

3. Outline the current states of the Northeast culture area and show locations of major tribes. Show where Massasoit, the Indian on the cover of the booklet, lived.

Library

1. What type of government did the Iroquois Nations have? How did it differ from that of the Southeast and from our own today?

2. What kinds of games did the Northeast Indians play?

3. How was most traveling done? What was the purpose of travel? Can you find out something about trade?

4. Describe a few of the games that were played.

5. Many trees forested the Northeast area. Name a few. Which were most popular for the bark they supplied?

Discussion

1. Do you think bark was as useful a material as animal skins? How were they both used? In what ways were they different?

2. What effect would an abundance of wildlife have both on a sedentary and on a nomadic culture? How would you classify the Northeast?

3. In a culture area where hunting and warfare were paramount interests, how would the roles of men and women be influenced? Who set up and took down camps? Who carried the major portions of belongings when traveling? Why?

Vocabulary

agrarian
calumet
conifers
deciduous
evolve
integral
longhouse
paramount
Quonset hut
sheathed
utilitarian
wampum

SOUTHEAST

Learning Activities

1. Write a short paragraph about Sequoya and the alphabet he wrote. How much was it used?

2. List the forms in which water naturally occurred in the area (rivers, lakes, swamps, etc.) and show how these forms influenced the lives of the Indians.

3. Make another list of the wild animals living along these waterways.

4. Draw a picture, using reference material, of a village in the Southeast as you would imagine it to be.

Library

1. Look up the history of the five leading tribes of the Southeast. What was the story of "The Trail of Tears"?

2. Many Indians decorated their bodies with intricate tattoo designs. What was the significance of this and how was it done?

3. What kinds of games were played in the Southeast? Describe a few.

4. How was sickness and death dealt with?

Discussion

1. Compare the Southeast's class structure and political organization with those of the Northeast. Make the same comparison with Meso-America.

2. Why do you think the Southeast people adopted many of the ways of the Europeans?

3. The houses both in the Northeast and in the Southeast were much larger than those of the Plains, Prairies, Great Basin, and Plateau. Why was this?

4. In some culture areas men worked in the fields, in others they didn't. Why was this so and how did this affect women's roles in the economy?

Vocabulary

agrarian
calumet
combative
cultivated
gabled
integral
savannas
subterranean
terrain

MESO-AMERICA

Learning Activities

1. Make a map of Meso-America and include the five countries mentioned in your booklet. Show the elevation of Mexico City with a contour line.

2. Make a drawing of an Aztec calendar. Explain the symbols.

3. Use reference material to find a detailed drawing of a pyramid. Make a sketch of it. Explain as much as you can of the building materials, method of construction, and the purpose to which it was put.

4. What sort of written language developed in Meso-America? Draw a few characters and indicate their meaning. Use your library materials for this.

Library

1. Find out what religious beliefs were held by the Mayans and Aztecs. How was religion related to the state?

2. Write a short biography of Montezuma II.

3. If the climate was dry, how were the Meso-Americans able to become a farming community? Find out how they obtained irrigation water.

Discussion

1. Compare the pre-Columbian society of Meso-America with contemporary societies.

2. How did the Meso-American culture area differ from California? the Southeast? What particular achievements set it apart from other cultural areas?

Vocabulary

astronomy
ceramics
contemporary
deficient
distinctive
domesticated
irrigate
maize
maguey fiber
mantles
metallurgy
rectangular
sacrifice
status symbol
tribute

A SELECTED BIBLIOGRAPHY

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Presented as an adjunct to the educational series The Native Americans, prepared by Polly and John Zane and published by the Proof Press, Post Office Box 1256, Berkeley, CA 94720.

This bibliography has been compiled to give the interested student and teacher additional sources of information relating to the historic North American Indian culture areas. Thus, the listings which follow are of relevant material only and include selections concerned with: 1. the historic culture areas, 2. biographies of outstanding leaders, 3. some few works showing chronological listings of events, and 4. a few appropriate works of fiction. This latter category has been included in the belief that fiction sometimes presents a heightened sense of reality.

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*For Junior High and Older

Additional Information for Teachers

.Under the heading GENERAL INFORMATION:
The opening sentence points out that this section describes traits shared by all or most of the culture areas. As this statement suggests, all generalizations have exceptions. Some culture areas or tribes or clans had exceptional views of ownership of land and resources, or of the use of stimulants and narcotics, or of the concept of "money." The text of this study unit is highly compressed in order to increase its usefulness to beginning students; thus, exceptions to general rules are omitted.

.Typographic errors and omissions:
The following typographic errors occur in tribal names under the culture areas shown. Under Plateau, Kutenia should be spelled Kutenai; under Southwest, Havasupi should be spelled Havasupai; under Plains, Sarci should be spelled Sarsi; under Meso-America, Totanac should be spelled Totonac. To the culture areas shown, add these tribal names. To the Northwest Coast, add Tlingit; to California, add Chumash.

.Additional information on California Indians:
Under Clothing--Californians had neither looms nor natively-made cotton cloth. Thus, such cotton clothing as has been found was almost certainly of Puebloan origin. The bark used in clothing was the inner bark, usually shredded, then gathered on cords, not pounded into sheets. Under Arts, Crafts, and Tools--The term "woven cloth" refers to such things as rabbitskin blankets and woven rush mats. Under Shelter (in the Student Booklet)--The illustration of a Pomo village shows a woman grinding acorns on a flat slab. Similar slabs and somewhat shorter hand stones have been found at probable ancestral Pomo sites; the illustration shows a possible use of such implements. Also scarce in Pomo territory were bedrock mortars. In more recent times, acorns were ground on a stone slab on which sat a basketry hopper with a hole in its bottom allowing contact between stone and acorn during grinding. This method is shown at right.——→
In the Santa Barbara region, craftsmen made sea-going plank canoes which were unique in all North America.

.Additional information on Southeast Indians
Under Arts, Crafts, and Tools--Between 400 and 600 years ago, the Southeast Indians (probably influenced by Meso-America) developed huge, flat-topped earthen pyramids on which temples were built. One such mound covers 16 acres and is 100 feet high--the largest man-made earthen mound known.

The NATIVE AMERICANS:

Arctic Indians

in conjunction with **INDIANS: The First Americans**
A Survey of Historic North American Indian Culture Areas
and
INDIANS: The First Americans, a series of twelve authentic Indian portraits representing the culture areas

by Polly and John Zane
illustrated by John Zane

Name unknown, Eskimo

This Page Introduces You to THE NATIVE AMERICANS

The term *Native Americans* is not very old but every day more and more people learn to use it. *First Americans* is another way of saying it. Both terms are newer, more accurate ways of saying *Indians.*

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In describing these life styles, scholars noticed that tribes seemed to sort out into groups. Tribes living in one particular location had many important similarities and were clearly different from those living in other localities. The frigid environment of the Eskimos forced them to lead completely different lives from the Mayans who lived in a tropical climate. A geographical area occupied by tribes with similar traits is called a *culture area.*

Indians themselves do not use the term *culture area;* they see themselves as members of a particular tribe. Theirs is a much more precise method, but in short books—even books much larger than this—it would be impossible to discuss even a fraction of the many hundreds of tribes worthy of mention. And so these booklets are based on the broader category of culture area.

On the back cover of this booklet, a map shows the twelve largest culture areas of North America.

On the front cover is a pencil drawing of an Indian from this culture area. The authors realize that no single Indian can fully represent even a small band of individuals much less whole groups of tribes. But each drawing *does* show very accurately how one real person looked long ago in his own culture area.

When you look at the portraits on these twelve booklets you will see that most of them are of men. This may seem strange in today's world of affirmative action and women's liberation, but in the Indian world before white contact men played more prominent roles than women. And so there are many historic paintings and photographs of Indian men but few of Indian women; this limited the range of cover portraits.

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Arctic Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

The Eskimo and Aleut people made up almost all of the Indian population in the Arctic—the northernmost fringe of North America and the coasts of Greenland. Travel was by foot or dogsled. The people hunted for food—mainly sea mammals but sometimes caribou and small birds or game. They lived in a treeless land that varied from open tundra to mountains and fjords. Part of the year they lived on the ice cap over the ocean. There was little precipitation. Winter was long, cold, and sunless; summer short and cool.

A seal, most hunted of sea mammals, is shown here popping its head through a breathing hole in the ice.

FOOD

The basic food source was sea mammals, mainly seals speared through breathing holes in the ice or from a one-man boat, the *kayak*. Huge walruses, whales, and polar bears were hunted with harpoon and spear by groups of men rowing large open boats called *umiaks*. Groups also hunted caribous; but birds, fish, and small game were hunted by single men. Eating all parts of the animal provided a balanced diet. Most food was uncooked (*Eskimo* means raw flesh eater), but some was boiled.

caribou

Winter clothes of caribou skin weigh only ten pounds (including undergarments). Eye mask is of ivory.

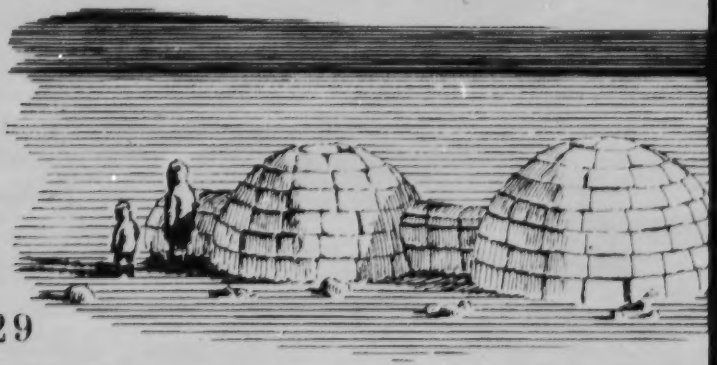
CLOTHING

Freezing Arctic winters made sturdy, air-tight, well-fitting clothes a necessity. Women met it ably. From fur and hides (light easy-to-handle caribou was most popular) and using bone needles with sinew for thread, they made men's and women's shirts, mittens, stockings, boots, pants, and sleeved parkas with hoods. Mothers carried small children inside their parkas. Little or no clothes were worn inside the igloo. Hair styles and length and the use of tattooing varied widely.

SHELTER

The typical Eskimo house was the *igloo*, built of 40- to 50-pound blocks of snow laid in ever smaller circles, one on top of another, until they met at the top to form a smooth dome-shaped shelter. It had only one opening—at the bottom—from which a low, vaulted entrance extended to the outside. Body heat and seal-oil lamps provided warmth. A more permanent winter shelter was the pit house built of sod, stones, bones, and driftwood. It housed about three families.

The pit house (above) gets its name from the hole, or pit, over which it was built. The wall and roof were of logs against which grass and sod were piled. On the left is a storehouse.



SOCIETY, WAR, and PEACE

The basic social unit of the Arctic Indians was the *band*, or village, but often (because of the small wide-spread population) it was simply a single family. The best hunters—those who supplied the most food—were recognized as leaders. As there were no true political units, there was no real warfare. Violence took the form of duels, raids, and feuds—with an occasional murder, especially in disputes over women.

ARTS, CRAFTS, and TOOLS

Arctic craftsmen devoted little time to purely ornamental arts. Instead, they produced beautifully-made, useful objects such as: the *kayak*, a light one-man skin boat, decked to keep out water; the *umiak*, a light open boat of skins rowed by a crew; tailored water- and air-tight fur clothes; *igloos* (see *Shelter*) and dog sleds; eye masks with slits to see through (to prevent snow blindness); weapons and tools, often decorated, of stone, bone, wood, horn, or ivory. Women did the real art work.

Eskimo hunter in his kayak *(above). A fast, maneuverable craft and easily overturned, but equally easy—for an expert—to turn right-side-up again with a flip of his paddle.*

Built of snow on the ice field covering the polar sea, the igloo *(left) was a surprisingly warm and windproof home. And it could be constructed in just a few hours.*

TRIBES

Aleut
Eskimo

SPECIAL CHARACTERISTICS

The Arctic people were unique among Indians. With nothing to spare, they made everything count in the harshest of all culture areas. Every act and artifact was fully functional: clothes, shelters, tools, boats, hunting gear, utensils—even their eating methods converted scant food to a well-balanced diet. Only in their ceaseless hunt for food did they resemble any other culture. In unenvied isolation, the Arctic life style has outlived that of many of the more southerly Indians.

A dog sled team of huskies pull Eskimo hunter across snow-covered ice field. Dogs are fan-hitched for speed in open country.

GENERAL INFORMATION

This section describes aspects of Indian life shared by all or most of the culture areas.

Ownership of Land and Property: Indians did not believe that land or natural resources should be owned. Hunting territories were occupied by tribes—even shared—but never "owned" as Whites think of it. These opposed beliefs led to major conflicts starting with the first White/Indian contact.

Trade and Travel: Most Indian families had surplus goods which they traded for things they did not have. The Indians

used the barter system because they had no money as we know it, although they sometimes accepted articles with an assigned value such as clamshell discs in California, beaver furs in the Sub-Arctic, or dentalia shells in the Northwest Coast area.

Goods traded were: baskets, jewelry, skins, hides, furs, farm produce, and (in the Northwest) even slaves. Indians also traded with Whites for such prized items as guns and ammunition, objects made of iron or cloth or glass, and other machine-produced goods.

Until the arrival of the horse, travel was by foot or by small water craft, and, in the north, by dog sled or toboggan. Dogs hauled loads up to 50 pounds by *travois* and women carried heavier loads to leave men free to hunt or guard against attack.

Language: There have been at least 200 spoken Indian languages but only in Meso-America was there a written language. Most Indians spoke only the language of their own tribe. This might have stifled trade but they developed a sign language that almost everyone understood.

Religion: Indians were very religious people. Most thoughts and actions were in some way related to the supernatural. Indians felt their lives were controlled by gods and spirits whom they feared offending. Natural manifestations and living things were respected and offered gifts and sacrifices. *Medicine men*, magic, and religion were all part of everyday living.

Education, Games, Toys: Indian children were educated through rewards and praise for good behavior and ridicule for bad. They learned mainly by imitating their elders and through such games and sports as stick-in-the-hoop, snow snake, tops, sledding, lacrosse, and wrestling. Boys learned to be warriors and farmers or hunters; girls played with dolls and learned domestic duties and farming.

Narcotics and Stimulants: Animal parts, herbs, and narcotic plants were used to cure illness and ease pain. Smoking solemnized religious and civil ceremonies, and tobacco (also a trade item) was grown almost as widely as corn. In the Southeast, Southwest, and Meso-America alcoholic drink, made from plants, was part of a number of ceremonies.

Music, Dance, Ceremonies: Religious rites, courtship, marriage, child raising, hunting, war, and burials all involved singing or dancing often accompanied by musical instruments. Masks, costumes, and body paint were significant in many ceremonies and in giving spiritual power to dancers. Men and women did not dance with each other.

MAJOR HISTORIC NORTH AMERICAN INDIAN CULTURE AREAS
Time span: pre-Columbian times to close of 19th century

The NATIVE AMERICANS:

Sub-Arctic Indians

in conjunction with
INDIANS: The First Americans
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Sotenay (Rainy Chief), Ojibway

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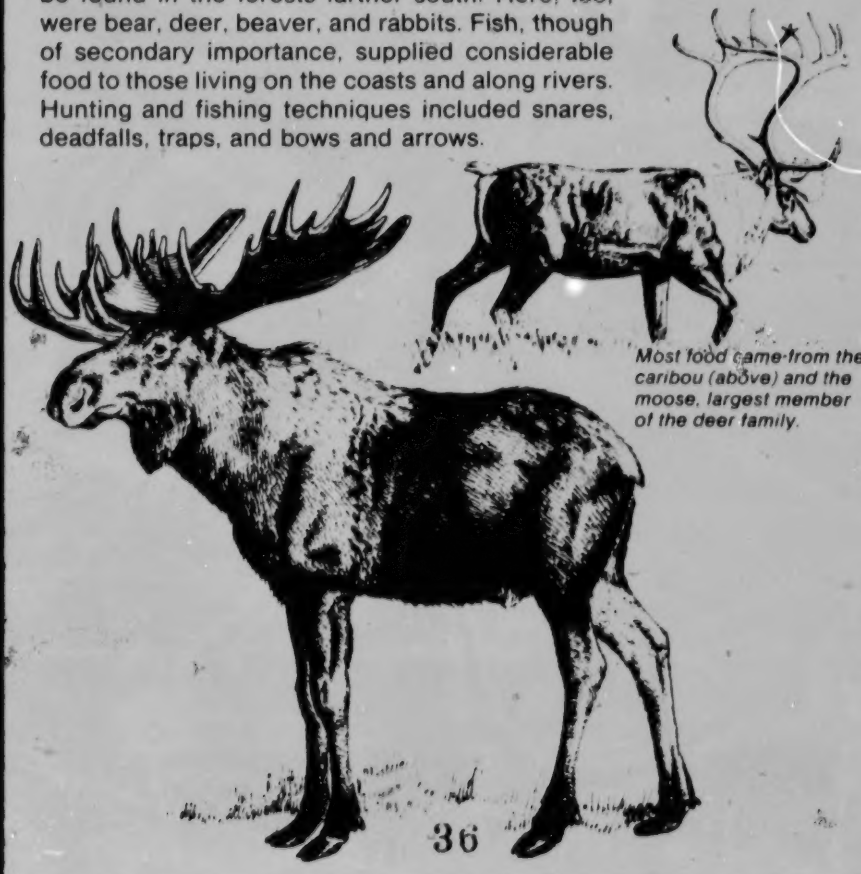
Sub-Arctic Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

The Sub-Arctic area was a vast expanse of coniferous forest just south of the Arctic, dotted here and there by treeless tundra. Stretching from southern Alaska to the Atlantic, it included most of Canada and was the land of the snowshoe, toboggan, hunting dog, and birchbark canoe. Caribou and moose were the mainstays of the diet, supplemented by small game and fish from many rivers, lakes, and streams. The climate was harsh and few people lived there.

FOOD

Sub-Arctic Indians subsisted primarily on two large animals: caribous, whose natural home was the treeless northern tundra, and moose, most apt to be found in the forests farther south. Here, too, were bear, deer, beaver, and rabbits. Fish, though of secondary importance, supplied considerable food to those living on the coasts and along rivers. Hunting and fishing techniques included snares, deadfalls, traps, and bows and arrows.



Most food came from the caribou (above) and the moose, largest member of the deer family.

CLOTHING

Hide and fur were almost exclusively used by the Sub-Arctic Indians for clothing, except for such items, blankets for example, which they obtained through exchange or trade. Both men and women wore shirts, mittens, caps, leggings, and moccasins tailored from tanned skins or hides. Rabbit was particularly popular as a lining for winter garments. Men as well as women wore their hair long, women often braiding theirs. The tattooing of faces was a custom common to both sexes, and men in particular decorated themselves with jewelry and headbands.

SHELTER

Most Sub-Arctic houses were conical tipis—simple structures of hide and bark thrown roughly over a framework of poles. In some areas a double lean-to housed one or more families, depending on its size. Houses were smaller and cruder than in most Indian culture areas—they did not even have sleeping platforms, but they at least allowed smoke to escape through a hole in the top, and a skin covered the doorway.

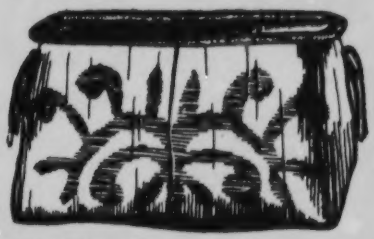
These nomadic hu
developed easily-b
The Indian word w

SOCIETY, WAR, and PEACE

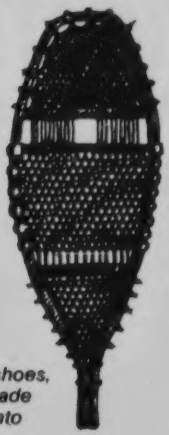
In this low-population area, social forms varied with the terrain. Open ground encouraged communal drives for caribou, and so families banded together in groups of from 150 to 200 people. In forested areas, however, single families occupied individual territories and hunted moose. Warfare was not full scale, but feuds were common. The basis of such quarrels was often women, food, boats, or hides, but most frequently was a simple desire for revenge.

ARTS, CRAFTS, and TOOLS

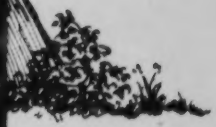
Bark was the favorite art material of the Sub-Arctic although true specialization in crafts did not really exist. For example, containers, the most common of household objects, were primarily made of bark. Wood, horn, and hide were used in making toboggans, snowshoes, canoes, tipis, hunting tools, and musical instruments. Decoration took form in painted objects, quill embroidery, and the use of shell beads (of *dentalia*).



bark container



Down-view of a snowshoe. Snowshoes, worn on the feet like skis, were made to keep the wearer from sinking into snow while traveling in winter.



always on the move,
omes: bark wigwams.
s means birch bark.

TRIBES

Algonquin
Beaver
Chipewyan
Cree
Kutchin
Montagnais-Naskapi
Ojibwa (Chippewa)
Ottawa
Slave
Tanaina

LEADERS

Shingaba W'Ossin
Meetakoosegg
Weshcubb

SPECIAL CHARACTERISTICS

This is a land whose people subsisted on large game: caribou and moose. Snowshoe, toboggan, and birchbark canoe symbolized the tribes who lived amidst streams, snow, and dense forests. Bark was as endemic to their culture as buffalo hide to the Plains Indians and wood to the Northwest.

Harvesting wild rice which grows in shallow lakes and lazy streams. Stalks are bent over the canoe and grain is knocked loose with a club and collected in canoe bottom.

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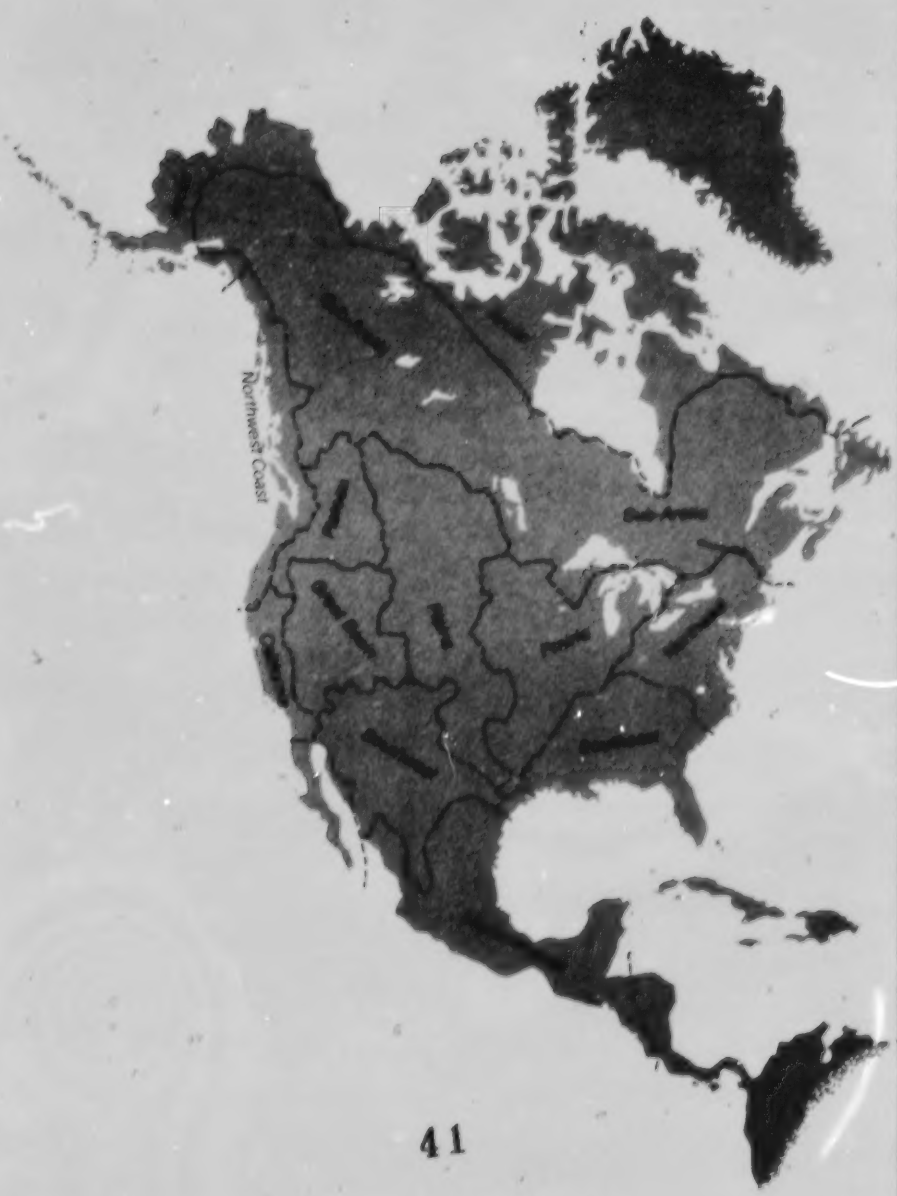

The NATIVE AMERICANS:
Northwest Coast Indians

in conjunction with **INDIANS: The First Americans**
A Survey of Historic North American Indian Culture Areas
and
INDIANS: The First Americans, a series of twelve authentic Indian portraits representing the culture areas

by Polly and John Zane
illustrated by John Zane

Name unknown, Nootka

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Northwest Coast Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

Stretching from northern California to southern Alaska is a narrow strip of coast land, dotted on the west with island, inlets, and fjords—some so long they reached to the mountains along the eastern border. Coniferous forests and lush undergrowth abounded with animal life. But it was the seafood, especially salmon, that gave the fortunate people who lived there a life of ease, abundance, and wealth. The damp moist climate was quite temperate, so little clothing was needed.

Salmon spear with detachable points tied to shaft by a line. When salmon was speared, the points came off shaft so struggling fish would not break it.

FOOD

The Northwest Coast Indians lived around the world's best spawning grounds for salmon. Thus, they were well fed—and rich. But they had more besides: sturgeon, herring, smelt, halibut, cod, and shellfish. And still more: otters, seals, whales, and sea lions. They even had deer, rabbit, roots, and berries. Extra meat and fish were smoke-dried and saved. Main hunting and fishing tools were: weirs, nets, harpoons, hooks, traps, spears, and bows and arrows.

Chinook salmon

Halibut hook made of hardwood carved with crest of owner. Point is sharpened spike of bone. Fishline is made of processed kelp.

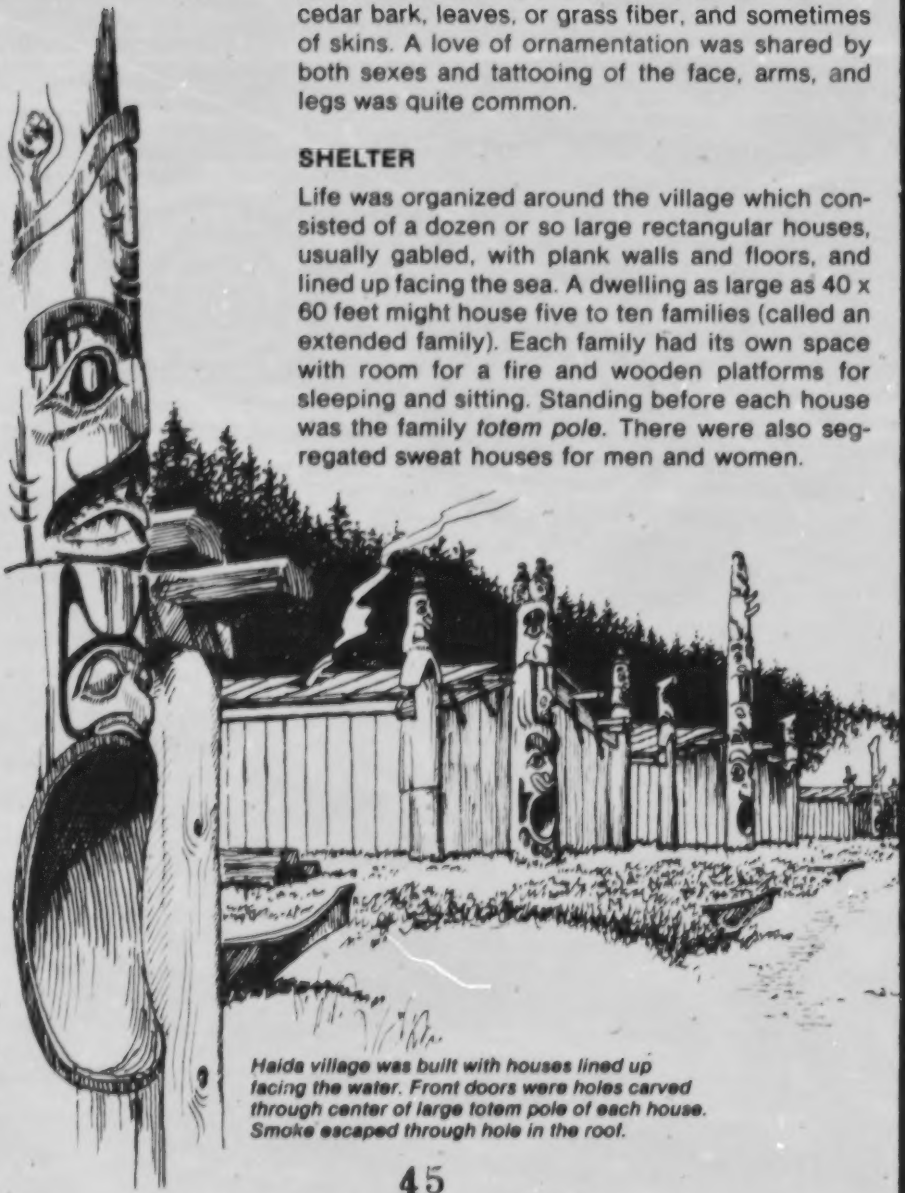
Cod fishhook made of springy wood softened by steam and bent to right shape, then dried. Binding gave it added strength.

CLOTHING

Most of the year, few or no clothes were necessary; but as needed, men wore tunics of hide or plant fiber, rain capes of the same material, conical basket hats, and ceremonial or cold-weather robes of sea otter fur and rabbit pelts. Women's skirts, jackets, and other garments were fabricated from cedar bark, leaves, or grass fiber, and sometimes of skins. A love of ornamentation was shared by both sexes and tattooing of the face, arms, and legs was quite common.

SHELTER

Life was organized around the village which consisted of a dozen or so large rectangular houses, usually gabled, with plank walls and floors, and lined up facing the sea. A dwelling as large as 40 x 60 feet might house five to ten families (called an extended family). Each family had its own space with room for a fire and wooden platforms for sleeping and sitting. Standing before each house was the family *totem pole*. There were also segregated sweat houses for men and women.



Haida village was built with houses lined up facing the water. Front doors were holes carved through center of large totem pole of each house. Smoke escaped through hole in the roof.

SOCIETY, WAR, and PEACE

Emphasis on wealth was paramount among Northwest Coast Indians. Society was highly structured and class conscious with hereditary rank (including hereditary slavery). Riches ceremonially displayed and gifts lavishly given were status symbols. A village of several hundred people headed by a chief was the basic tribal unit. Instead of full scale war, they waged feuds which were usually caused by competition and rivalry for wealth and prestige.

Woman wearing cedar bark blanket and rain cape, spruce root rain hat and woolen ankle bands.

ARTS, CRAFTS, and TOOLS

Inexhaustible supplies of wood and leisure time enabled Northwest Coast Indians to lead all North America in the art of woodcarving. Boats, homes, *totem poles,* masks, tools, and a host of household utensils all sprang from this functional art. Designs related to ancestry and religion depicted in the form of animals and mythical beings carved mainly from cedar but also from alder, maple, and yew. Women, too, expressed an aesthetic drive in fine weaving and basketry.

Great skill in the woodcarver's art is shown in this mask of a mythical bird worn by a performer in the winter dance. The dancer could open and close the beak by pulling thongs inside the mask.

TRIBES

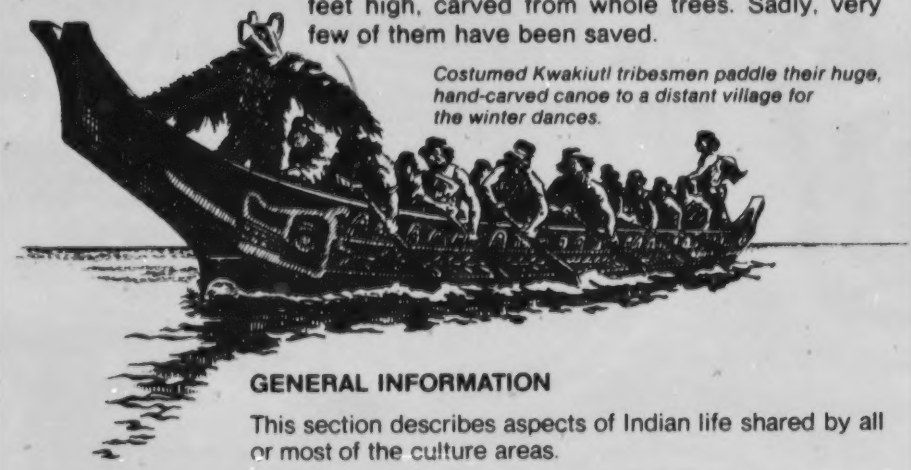
Bella Bella
Bella Coola
Chinook
Haida
Kwakiutl
Nootka
Salish
Tillamook
Tsimshian

LEADERS

Seattle
Spokane

SPECIAL CHARACTERISTICS

Few Indians subsisted so well for so little work as those of the northwest coast, yet they vied fiercely for rank, prestige, and social standing. They loved conspicuous wealth. At ceremonial feasts *(potlatches)*, hosts lavished gifts on guests who then reciprocated. This same culture turned woodcarving into an art which produced, among other things, thousands of *totem* poles, many over 50 feet high, carved from whole trees. Sadly, very few of them have been saved.



Costumed Kwakiutl tribesmen paddle their huge, hand-carved canoe to a distant village for the winter dances.

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MAJOR HISTORIC NORTH AMERICAN INDIAN CULTURE AREAS
Time span: pre-Columbian times to close of 19th century

The NATIVE AMERICANS:
California Indians

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Alice Frank Spot, Yurok

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California Indians (see culture area map on back cover)

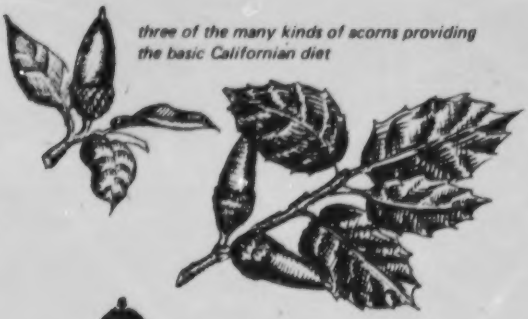
LAND, CLIMATE, and SUBSISTENCE

California's climate, terrain, and plant life varied widely. Climate ranged from least to heaviest precipitation on the continent; terrain from 14,000 foot mountains to the lowest point below sea level on the continent; vegetation from pine to palms and from minute, short-lived desert plants to the tallest, oldest trees in the world. Subsistence was based first on the acorn, next on seafood, with support from small game and wild plants. Food was gathered or hunted, not farmed.

FOOD

Californians depended mainly on the acorn for food. It needed neither planting nor care—only gathering. Acorn meat was ground into meal from which the poisonous tannic acid was leached with running water. This "flour" became mush when boiled, and bread when baked. Seafood abounded on the coast and villages sprang up where fishing was easy. Deer and small game (rabbits, rodents, insects, and birds) were also eaten—usually roasted.

quail (small birds)


three of the many kinds of acorns providing the basic Californian diet

seafood

deer

small game

CLOTHING

Much of the time, Californians either went naked or wore very little clothing. Men wore buckskin or bark *breechclouts;* women's basic garments were skirts and aprons of cotton, bark, or buckskin. Rabbit skin or feathered garments were common in winter, and sandals or moccasins were made by most groups. Hats were woven in the manner of baskets and were sometimes used as such. Shell jewelry and tattooing were quite common for both sexes.

SHELTER

The most common California house was domed. It was made by embedding poles in the ground, bending their topis inward until they met, then tying them together. The roof was thatched and sometimes covered with a layer of earth. It housed two to six families. If foraging, a family might build a temporary hide- or bark-covered tipi. Heated *sweat houses* were also popular. The Hupas, Yuroks, Karoks, and Tolowas built split-plank houses like those of the neighboring tribes in the Northwest Coast culture area.

SOCIETY, WAR, and PEACE

Most California groups had neither agriculture nor a highly organized government. Nevertheless, each group developed distinctive cultural traits which corresponded to how it adapted to the environment. The basic social unit was either an extended family or a group of such families called a triblet. These units were ruled by chiefs with limited authority. Warfare did not exist, but violence flared in disputes over property, acts of revenge, and angry clashes over the stealing of women.

ARTS, CRAFTS, and TOOLS

Basketry was more than a complex aesthetic expression of the California Indian, it was a useful trade as well. The potter's craft was not heavily developed (except in parts of Southern California) and so baskets were made water-tight for extra utility. They were used for storing water as well as for gathering and storing food and clothes, eating, and *stone-boiling*. Other skills produced shell beads, stone artifacts, woven cloth, and the technical art of acorn preparation.

woven burden basket, Pomo

A Pomo village of tule-reed shelters two hundred years ago. From left to right: hunters (one in deer-head camouflage) bringing in game; woman grinding acorn meal; meal is leached of poison; a gatherer brings in basket of acorns; acorns pounded to chunks; woman cracking acorns.

TRIBES

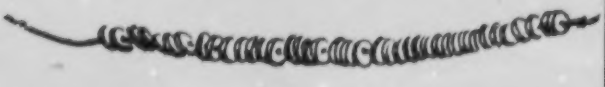
Chemehuevi
Gabrielino
Hupa
Karok
Luiseño
Maidu
Miwok
Pomo
Salinan
Tolowa
Wintu
Yokuts
Yurok

LEADERS

Alchase
Cabazon
Calpella
Solano
Captain Jack (Modoc—Cal. & Oregon)

SPECIAL CHARACTERISTICS

Then, as now, Californians varied widely in culture, physical type, language, and life style. But they shared in common an easy-going, peace-loving disposition—perhaps due to the salubrious climate and natural abundance of food. An acorn diet may have been monotonous but it was plentiful and varied with other easy-to-find foods. Californians were noted for their beautiful basketry.



Many other culture areas valued the Californians' shell money -- strings of dime-sized clam shell discs.

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Plateau Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

The Columbian plateaus give this culture area its name; it sprawls across four of the northwestern states and part of British Columbia. The northern area is a land of forests and mountains, lakes and rivers; in the south, the land is a semi-desert covered by sagebrush. Summer is warm, winters very cold. Subsistence varies. To the north and east were large game: moose, elk, deer. In the west, fishing was dominant; wild plants dominated the Oregon-California corridor.

FOOD

A variety of foods existed in the eco-system of the Plateau, allowing many the luxury of permament homes. Fish, especially salmon, was the mainstay and was caught mainly by dip-netting. Other methods included *seines*, spears, weirs, traps, and hooks. Deer, elk, beaver, and antelope were hunted, as well as larger northern game: caribou and moose. Fish and game were cooked by stone-boiling, baking, or roasting. Wild plant foods included lily seeds, roots, berries, etc.

Dip netting salmon.

CLOTHING

Fur, skins, and wild plant material were all used in making Plateau clothing. Most popular was buckskin; it was used to make breechclouts, leggings, ponchos, and tunics for men, and two-sided aprons and tunics for women. Rabbit skins provided *fur-strip* clothing for winter wear as did other furs for caps, mittens, robes, moccasins, and leggings. Such plant materials as *bast* (an inner bark), mosses, and rushes were the basis for lightweight summer clothing.

SHELTER

The typical Plateau house was based on a circular pit, four or five feet deep and from 25 to 60 feet in circumference. The roof was a shallow cone or pyramid formed of poles supported by interior posts. The poles were covered with grass mats onto which dirt from the hole was thrown. The smoke hole and entrance were the same and located in the center of the roof. To get in, a person walked up the roof and climbed down inside on a notched log ladder. Up to five families could live inside.

Shuswap conical earth house. Food was wrapped and stored on raised platform away from animals.

SOCIETY, WAR, and PEACE

The basic organizational unit on the Plateau was the village, which sometimes grew as large as the Plain's tribal groups. Each village had its chief, sometimes a sub-chief, and a council. These were democratically chosen and given the prime responsibility of maintaining peace. Individual freedom was respected. War, when it did occur, took the form of raiding parties. Revenge, plunder, and prestige were usually the motives.

ARTS, CRAFTS, and TOOLS

Handicrafts were developed less on the Plateau perhaps than in other culture areas. However, Plateau women excelled in making baskets and woven blankets which they carefully decorated. They also made simple sunbaked pottery, and were expert in tanning hides. Men worked stone, bone, and wood to manufacture boats, bows, clubs, spears, and household articles. Horn was used to make eating utensils.

Large Klikitat basket.

TRIBES

Coeur d'Alene
Flathead
Klamath
Klikitat
Kutenia
Nez Perce
Sanpoil
Shuswap
Thompson
Yakima

LEADERS

Chief Joseph
Yellow Wolf

SPECIAL CHARACTERISTICS

Influence from the Northwest Coast and Plains Indians, even from those of the Great Basin, robs the Plateau culture of the sharp distinction seen in others. Only in the central Plateau do we see a clear "personality"—a democratic people, free of the compulsive drive for status often seen in the neighboring Northwest Coast—free also to enjoy a life of peace, unlike their Plains neighbors whose lives were repeatedly disrupted by warfare.

Chief Joseph is shown here not in the historic but in the symbolic sense, embodying through his even-handed administration of justice the democratic spirit typical of the Plateau culture.

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Time span: pre-Columbian times to close of 19th century

The NATIVE AMERICANS:

Great Basin Indians

in conjunction with **INDIANS: The First Americans**
A Survey of Historic North American Indian Culture Areas
and
INDIANS: The First Americans, a series of twelve authentic Indian portraits representing the culture areas

by Polly and John Zane
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Unknown seed gatherer. Paiute

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Great Basin Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

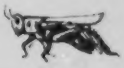
There is a great "basin" of land between the Rocky Mountains and the Sierras—a land of arid deserts and wide temperature ranges where Indians struggled against drought, hunger, and the unrelenting threat of famine. There was no farming and the shrubby terrain yielded a meager supply of wild plants and animals. Amid coniferous forests to the east, life eased a little. This harsh land and climate imposed a low population density.

FOOD

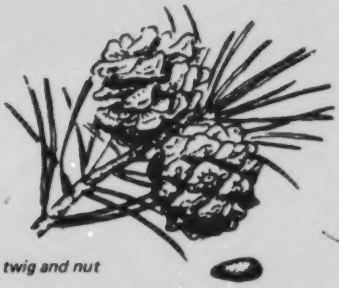
Coniferous forest and desert shrub yielded only a meager supply of food, not always enough to fend off starvation. Acorns, pinon nuts, roots, and seeds along with small animals—rabbits, rats, lizards, insects, reptiles—comprised the total diet except for an occasional antelope, deer, fish, or bird. Food preparation was simple. Meat was roasted over an open fire or *stone boiled* in a waterproof basket; seeds were ground in a *metate*.

acorn

wood rat



grasshopper



pinon twig and nut

brush rabbit

rattlesnake

CLOTHING

Clothes were made from hide, fur, and plant material. In warm weather, almost no clothes were worn; men's basic garment was the *breechclout*—women's, the apron. *Breechclouts,* leggings, caps, and moccasins were made of skins, usually buckskin. For added warmth, winter clothes, robes, and blankets were lined with rabbit fur or feathers. Women's tunics, sandles, and other garments were often made from fibrous materials such as cedar bark or milkweed.

SHELTER

Great Basin homes were simple affairs, often nothing but heaped sagebrush to block the wind. In summer, shelter might be merely the overhanging boughs of a tree. After stripping an area of food, the Indians simply changed sites. A more permanent but still crude shelter was the single-family tipi of hide, or the domed wickiup covered with brush, thatch, or grass mats.

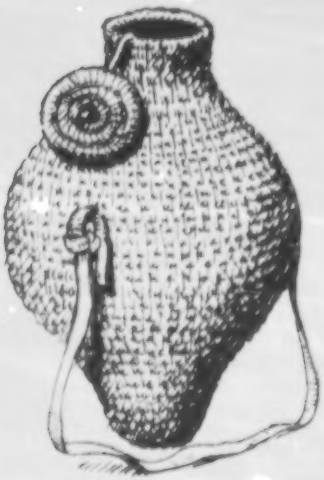
brush wickiups

SOCIETY, WAR, and PEACE

Political organization, like subsistence, was at an informal level and did not rise above the family group or *band*. Most activity, from socializing to food gathering, was a single family affair, except for rare communal hunts. Finding food consumed the lives of women in gathering and men in hunting. There was no real war, but violence occurred in the form of duels and in raids by small groups, usually bent on plunder.

ARTS, CRAFTS, and TOOLS

In the visual arts, these people were known mainly for the intricate designs of their baskets, made by the women and water-proofed to make very useful household objects. The crafts of tanning hides was likewise well developed. Women also made *metates* (shaped stones to grind seeds), pottery, and a little shell jewelry. Men made the hunting and fighting tools, generally using wood, stone, and sinew.



pitch-lined water basket

TRIBES

Bannock
Northern Paiute
Shoshone
Southern Paiute
Ute
Washo (in part)

LEADERS

Douglas
Ourey
Sakajawea
Washakie
Winnemucca, Sarah
Wovoka

SPECIAL CHARACTERISTICS

One of the harshest environments in North America brought drought and famine to those who lived there—a semi-nomadic people who, of necessity, were continuously occupied with maintaining a bare existence by gathering and hunting food. Political organization was thinly developed, transportation mostly on foot, and craft specialization almost nonexistent.

grinding stone for nuts and seeds

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Diablo Coyotero Apache

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Southwest Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

This culture area included all or parts of the present U.S. and Mexican states of Arizona, New Mexico, Sonora, Sinaloa, Durango, and Chihuahua. This is a dry land, parts of it desert, but in some places water is plentiful and made possible permanent settlements and an agricultural way of life. Most Southwest tribes, like the Pueblos, depended on farming; some on farming combined with hunting and gathering. A few, like the Apaches, lived mainly on wild food. The Navajos not only farmed, they were sheep raisers as well.

This skilled Hopi hunter has just killed a rabbit with the throwing stick he holds in his right hand.

FOOD

Most Southwest tribes farmed for their food. Some, like the Pimans and Papagos combined farming with hunting and gathering wild foods. The Apaches ate mainly game and wild plants as did the Desert Yumans, Cocopa, and Maricopa. Originally hunters and gatherers, the Navajos became farmers and, after 1680, also became sheep raisers. Some, like the River Yumans, ate a little fish. Most important farm crop was corn (maize); other important crops were squash, beans, sunflower seeds, cotton, and tobacco.

To bake bread, women pre-heated the oven with a wood fire and, when proper temperature was reached, raked out the coals and popped in the raw bread dough.

corn

CLOTHING

Before Europeans arrived, the Pueblos were the only Indians north of Mexico to wear cotton clothes. Men work *breechclouts*, kilts, and shirts of cotton; buckskin moccasins reached halfway to the knee. Women wore cotton dresses which hung from the right shoulder (the left one was bare) and were held shut by a belt. From the knee down, she wore leggings and moccasins. Men and women wore necklaces and ear ornaments of shell, turquoise, and other precious stones.

A Santa Clara woman climbs to her home while easily balancing a water jug on her head.

SHELTER

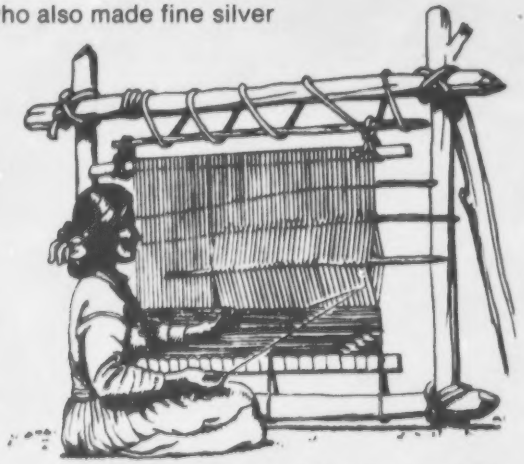
Five basic styles of shelter developed in the Southwest. Largest was the *Pueblo*, an adobe or stone-and-adobe apartment-like complex ranging from one to five stories high and housing as many as several hundred people. Other house types: the Mohave, built of logs and poles with thatch, then sand-covered on roof and three sides; thatch-, brush-, or bark-covered *wickiups* with earth piled against sides; the *hogan*, like the wickiup but with log walls; the Pima/Papago domed house of one room. Variations of the foregoing.

SOCIETY, WAR, and PEACE

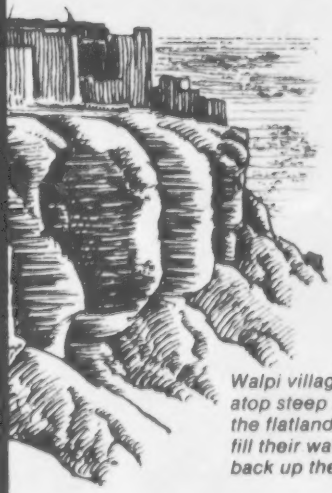
Though religious and peaceful, the Pueblos were well able to defend themselves. A council of religious leaders governed the village, the largest political unit, whose population often exceeded several hundred people. Later, in small bands seldom exceeding 130, the warlike Navajos and Apaches settled among these stable farmers. Men feared the Apaches (even their name, from the Zuni word *apachu*, means enemy) and the Navajos although the Navajos spent as much time in herding sheep as they did in raiding.

ARTS, CRAFTS, and TOOLS

The Pueblos carried their art forms to high levels, especially their pottery, which was unequalled north of Meso-America. Both geometric and natural designs were worked out in striking colors. They were also skilled in weaving, basketry, and the making of cotton garments and jewelry. Though they produced mainly utilitarian objects, even the nomadic Apaches were excellent weavers as were the Navajos who also made fine silver and turquoise jewelry.



Patience, time, talent, and technical skill are all required in the weaving of a Navajo blanket. This woman combines them all.



Walpi village, a Hopi pueblo built of stone atop steep cliffs. Women daily descended to the flatlands below to farm their fields and fill their water containers which they carried back up the cliffs for household use.

TRIBES

Apache (Apachu)	Papago
Havasupi	Pima
Hopi	Yavapai
Mohave	Yuma
Navajo	Zuni

LEADERS

Cochise	Victorio
Geronimo	Pope

SPECIAL CHARACTERISTICS

A highly distinctive feature of many Southwest tribes was their settled village life and ability to produce most of their food through farming. The Pueblo's multi-family stone and adobe dwellings were also distinctive, as was their highly developed skill in making pottery. Artistry in weaving and the jeweler's craft long ago made the Navajo famous. Because of novels and motion pictures, however, many people erroneously think of the Native American as a fierce Apache rather than as a peaceful villager.

Squash blossom necklace with crescent pendant skillfully wrought in silver.

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Yellow Lodge, Sarci

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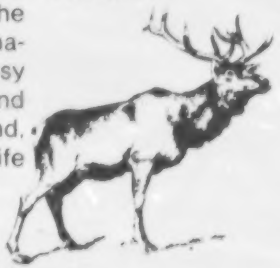
Plains Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

Plains Indians depended on the buffalo for food, clothing, shelter, tools, and utensils. In order to hunt these wild cattle, the Indians roamed over a huge area stretching from the Mississippi to the Rockies and from the Rio Grande deep into Canada. In the south the land was hot, arid and grassy with few trees; in the north were dense forests and bitterly cold winters. White men took the land, slaughtered the buffalo, and ended the Indian life style.

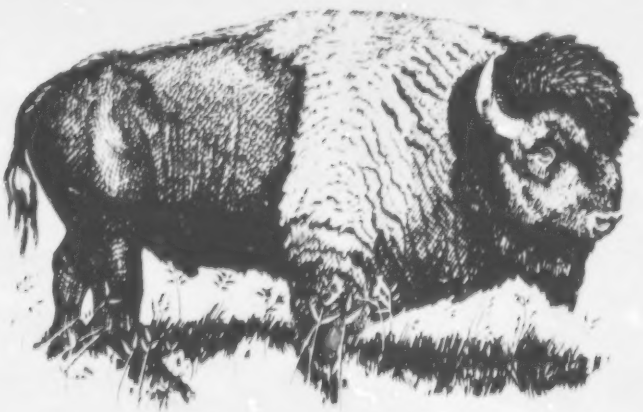
elk (second largest of the North American deer family)



FOOD

The main food was buffalo meat varied with elk, antelope, and bear and sometimes smaller game but rarely fish, berries, or roots. Women stone boiled meat after pounding in a mortar and pestle to tenderize it. To preserve meat, they cut it in thin strips for drying in the sun or the hot smoke of fires. Such meat was called *jerky*. *Pemmican* was meat, berries, and fat ground up and packed in rawhide pouches. This concentrated food could be kept for years.

pronghorn antelope



The buffalo (bison) was the single most important animal in the Plains culture. Its meat provided food, its hide became clothing, and shelters were constructed when several hides were sewn together to make the walls of a tipi.

A Sioux woman wearing a robe with painted designs which symbolize the buffalo.

CLOTHING

Clothes were most often made from buffalo hide and sometimes from deerskin. Women wore dresses of two hides sewn together. Men wore *breechclouts* and moccasins at home and in hot weather. In winter or for ceremonies they wore fur or buckskin caps, buffalo robes, and leggings. The bottom edges of clothes were often fringed and both men and women wore ornaments of shell or animal claws and teeth. The picture of Yellow Lodge shows him with a *roche* in his hair.

SHELTER

Because the Plains people were always on the move in the ceaseless hunt for buffalo, their possessions had to be easily transported. This included their homes *(tipis)* which were large conical tents of buffalo hides held upright by poles. Fires were built in the center of the dirt floor and smoke went out through a hole in the top. The *tipis* and other belongings were light enough to be carried on a framework of poles and dragged by a horse, a widely used device called a *travois.*

Arapaho tipi made of buffalo hides stitched together and stretched over poles. Bottom edge was pegged to ground in winter and rolled up in summer. The top flaps could be opened or closed as desired; they were not painted black but became dark with soot from fires kept burning in the center of the tipi's earthen floor.

SOCIETY, WAR, and PEACE

The Plains culture began with small bands *(kinship* groups) which, after the Whites arrived, merged for defense into large tribal organizations governed by a civil council. The chief stressed peace amongst tribes. However, war on a large scale was of paramount importance and through it men gained prestige and honor. Conflicts arose over territory encroachment and raiding for horses, guns, and other property.

ARTS, CRAFTS, and TOOLS

Art was part of living. Most possessions were decorated: tipis, clothes, weapons, tools, and utensils. Art materials were paint, animal claws, teeth, fur, feathers, or quills. Later, White man's beads were used. Early crafts of weaving, woodwork, and pottery were given up when the arrival of the horse made travel easy. After that, meat, hides, and tools were traded for farm produce and guns and ammunition.

For added strength, buffalo sinew was lashed to back of bow. Short arrows were handy for men on horseback.

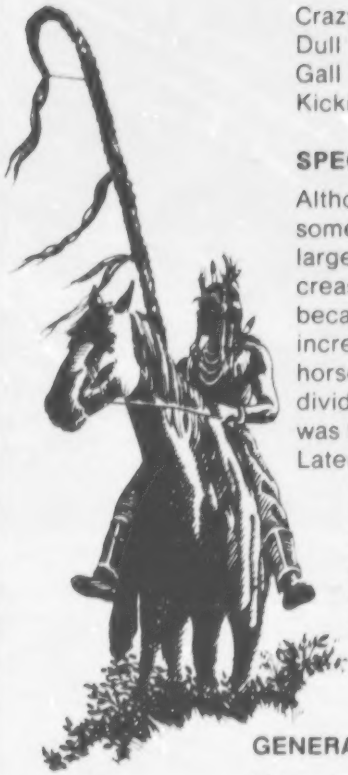
Tipis were easy to set up and take down as well as easy to carry. The poles of the tipi itself were used to make a V-shaped, horse-drawn vehicle with a platform for hauling household goods—including the hide walls of the tipi—and some human passengers. This crude but effective hauling device was called a travois. *Women did all the work, including (as shown here) toting the baby on her back.*

TRIBES

Arapaho
Assiniboin
Blackfoot
Cheyenne
Comanche
Crow
Kiowa
Sarci
Shoshoni
Teton Dakota (Sioux)

LEADERS

Crazy Horse
Dull Knife
Gall
Kicking Bear
Quanah Parker
Red Cloud
Sitting Bull
Rain in The Face



SPECIAL CHARACTERISTICS

Although some Plains tribes were farmers and some had permanent communities, they were largely nomadic and, in historic time, grew increasingly warlike. After the Whites came, war became a larger part of the culture as competition increased for trade goods (buffalo hides and horses) and tribe was pitted against tribe. No individual or small group "owned" land and fighting was for dominance of territory and hunting rights. Later it was for survival against Whites.

In battle, it was brave to kill an enemy, but it was considered to be braver still to simply touch him instead. Such an act was called a coup. A coup could be performed directly with the hand or with a special object such as the coup stick carried by the warrior shown here.

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MAJOR HISTORIC NORTH AMERICAN INDIAN CULTURE AREAS
Time span: pre-Columbian times to close of 19th century

The NATIVE AMERICANS:

Prairie Indians

in conjunction with **INDIANS: The First Americans**
A Survey of Historic North American Indian Culture Areas
and
INDIANS: The First Americans, a series of twelve authentic Indian portraits representing the culture areas

by Polly and John Zane
illustrated by John Zane

Particular as to Time of Day, Pawnee

This Page Introduces You to THE NATIVE AMERICANS

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Indians themselves do not use the term *culture area;* they see themselves as members of a particular tribe. Theirs is a much more precise method, but in short books—even books much larger than this—it would be impossible to discuss even a fraction of the many hundreds of tribes worthy of mention. And so these booklets are based on the broader category of culture area.

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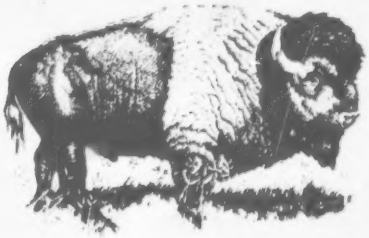
Prairie Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

The land, climate, and subsistence of the Prairie Indians resembled those of the Plains, except that Prairie Indians spent less of the year hunting buffalo. When not hunting, they lived in permanent villages and worked farms. Their land was what we call our "Middle West"—a vast expanse of level country and rolling hills with tall grass and occasional trees. Their climate, like all climates, varied with the latitude—from the Canadian border to the Gulf of Mexico.

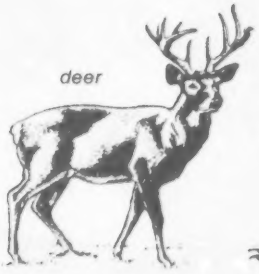
FOOD

Diet changed from area to area. Buffalo in the west and deer (with other small game) in the east provided at least half the Prairie's food. In the central and southern areas, farmers raised such crops as corn, beans, and squash. Around the Great Lakes, fish was the dish. And in one small area, the main meal was that gourmet's delight: *wild rice.* Diet varied more than cooking method, which most often amounted to heating food in pottery vessels directly over fire.



buffalo

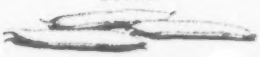
wild rice



deer

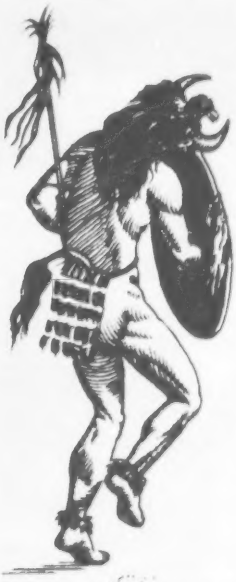
corn (maize)

squash



beans

Member of the Mandan warrior society does dance imitating battle. Such societies protected and policed their villages.

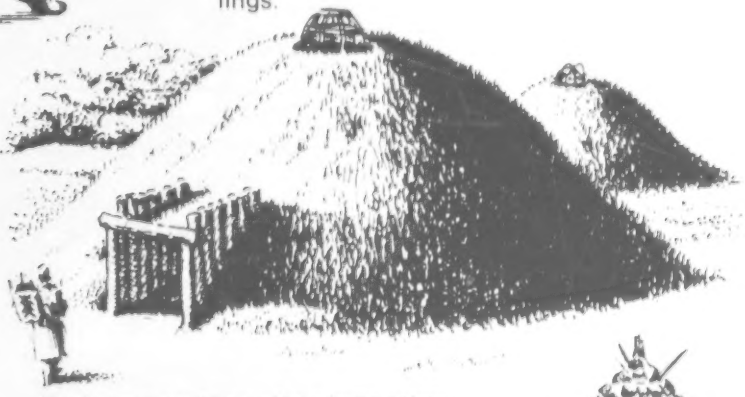


CLOTHING

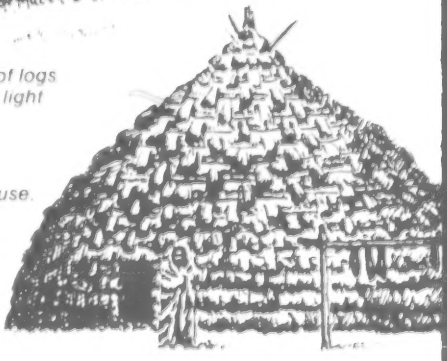
As in other hunting economies, hides were the most widely used material for clothing, although fur, cotton, and hair were also used. Some of the largest garments were made of buffalo and opossum hair. Men wore *breechclouts* and leggings of an unusual style in that they were sewn together in imitation of the European's pants. Moccasins were most often of the kind with soft soles and were made from one continuous piece of buckskin.

SHELTER

Four distinct types of house style developed on the Prairie. For semi-nomadic hunting families, there was a hide-covered tipi. For settled farmers there was the permanent earth lodge, a round based structure with conical roof covered with earth. In the warm south, houses developed high *gothic* domes of thatch work. Then, around the Great Lakes, was the *wigwam*, round, domed structures covered with mats, hides, or sheets of bark. Many Prairie homes were multi-family dwellings.



This Pawnee earth lodge had a frame of logs covered with sod. A hole in the top let light in and smoke out.



Gothic-domed Wichita grass house.

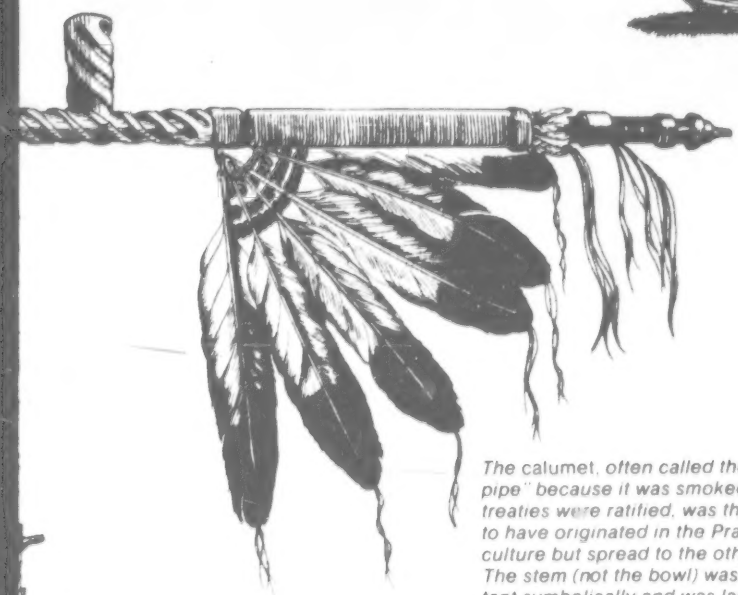
SOCIETY, WAR, and PEACE

Prairie society, like that of the Plains and the East, was based on warfare which, traditionally, had been waged for possessions, prestige, tribal independence, land use, or revenge. As Whites moved west, Indians learned to value guns and ammunition. But to get them, they needed goods for trade and this led to competition and more fighting. Prairie society was not highly organized; it was based on a weak village structure where chiefs shared rule with a council.

ARTS, CRAFTS, and TOOLS

Prairie Indians were only part-time craft specialists whose main output was houseware, particularly tightly woven baskets (capable of holding water) and cooking ceramics able to withstand direct-fire boiling. Such practical pottery led to a diet of boiled food. Pots were most often made by the *modeling* and *molding* techniques instead of the *coiling* method. Men's craft work, like women's, was mainly practical; they made pipes, bows and arrows, canoes, and copper jewelry.

Most food was cooked directly over fire because Prairie ceramics withstood heat better than that of other culture areas.



The calumet, often called the "peace pipe" because it was smoked when treaties were ratified, was thought to have originated in the Prairie culture but spread to the others. The stem (not the bowl) was important symbolically and was lavishly decorated.

TRIBES

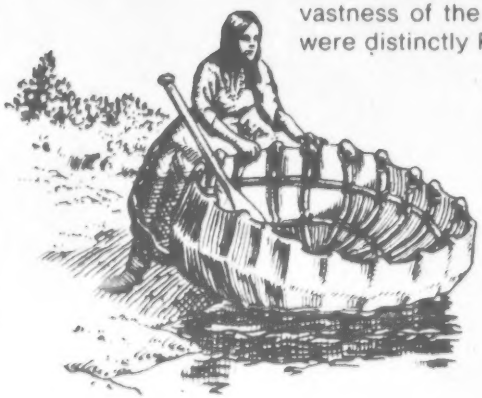
Arikara
Fox
Illinois
Iowa
Mandan
Osage
Pawnee
Sauk
Winnebago

LEADERS

Black Hawk
Little Turtle
Keokuk
Pontiac
Rushing Bear
Manuelito

SPECIAL CHARACTERISTICS

The Prairie Indian was a combination of village farmer and warrior-hunter, influenced on the west by the buffalo-hunting Plains nomads, and on the east by large agrarian econ nies. However, the vastness of the land and the diversity of homes were distinctly Prairie.



Canoes had to be well designed for ease of handling during long trips, but bullboats were used mainly as ferries to cross rivers and so less effort was made in their construction. These awkward, bowl-shaped craft were made of rawhide stretched over a frame of saplings. A single paddler had trouble keeping the boat from spinning in a circle.

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Massasoit, Wampanoag

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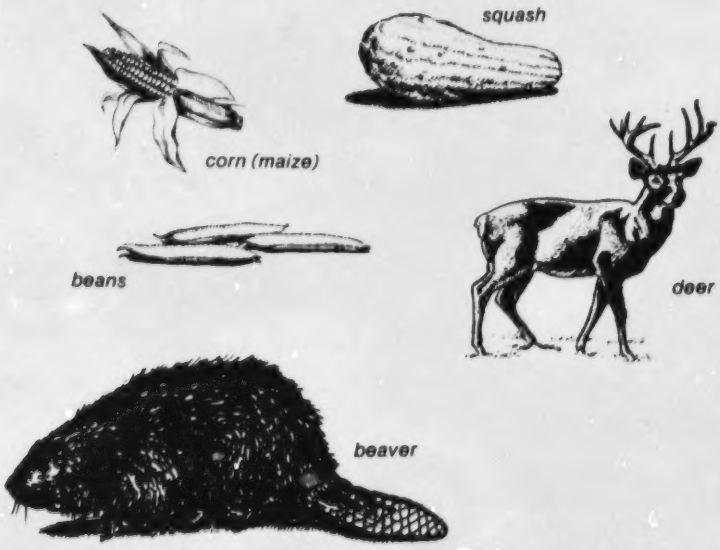
Northeast Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

The Northeast culture area extended through a land (see map on reverse side) of wide variety: deciduous and coniferous forests; lakes, steams, and rivers; grasslands and mountains. Although this was mainly a village-farming culture, abundant wildlife prior to White colonization led some tribes to a semi-nomadic, hunting-type life. The climate was one of extremes: very cold winters; hot humid summers. Travel was by foot or canoe; snowshoes were used in winter.

FOOD

The great variety and abundance of food made famines rare. Cultivated crops of corn *(maize)*, beans, and squash provided soup, hominy, succotash, and bread for the basic diet. They also ate deer, beaver, caribou, wild fowl, and fish. Some tribes cultivated wild rice. Stone-boiling, roasting, and baking were the basic cooking methods. Meat was preserved in smoke fires. Fish also was smoked after it was hung to allow partial decomposition.

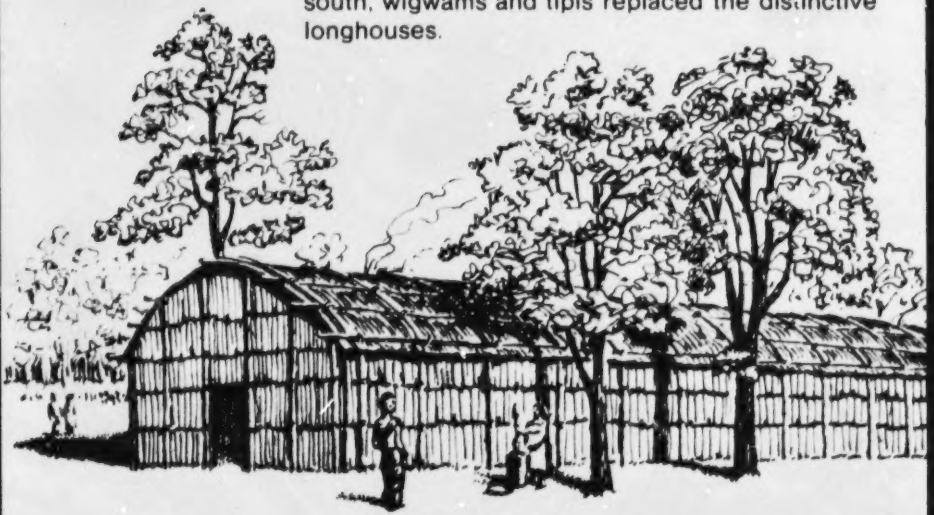


CLOTHING

Hides and furs provided the basic materials for all clothing. Deer or buckskin was the most popular and was used for shirts, skirts, loincloths, leggings, mittens, and caps. These might be decorated with beads or quill embroidery. Furs were used for very cold weather, but only scant clothing was worn in the summer.

SHELTER

The Hurons and Iroquois lived in multi-family *longhouses* which measured about 60 x 20 feet and somewhat resembled the modern Quonset hut. Exteriors were sheathed in bark, interiors lined with hides for added warmth. A long central hallway was flanked by facing pairs of individual family booths with each pair sharing one of the fireplaces which ran the length of the hall. Farther south, wigwams and tipis replaced the distinctive longhouses.



Most longhouses were about 60 feet long, but it was not unusual to find them as long as 150 feet, and recent excavations have uncovered some as long as 400 feet. Longhouse residents were bound by ties of blood and marriage on the female side.

SOCIETY, WAR, and PEACE

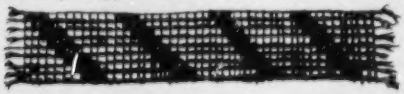
Eastern Indians evolved the largest political units north of Mexico. The Iroquois League included five tribes and a total population of 10-15,000. The government was very democratic; decisions were unanimous. Warfare between tribes and against Whites for territory or economic gain (furs) was an honorable pursuit but brought death to thousands. Captured braves were sometimes tortured in proportion to their bravery. Captive women and children were made slaves.

ARTS, CRAFTS, and TOOLS

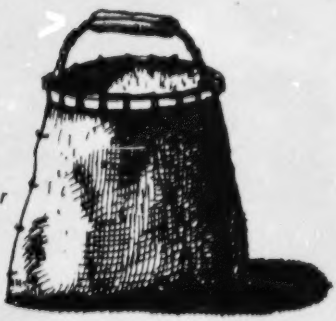
These people were not full-time specialists in the arts and crafts, but they produced a number of well-made objects: containers of bark (in the north) and of basket materials (in the central areas); a utilitarian sort of pottery for cooking utensils; canoes, baby cradles, and sheathing for longhouses from birch, elm, and spruce bark.

False face society mask for religious ceremonies.

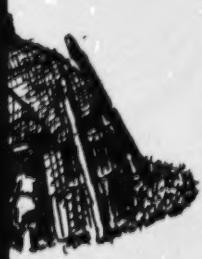
Cylindrical shell beads called wampum, strung in typical belt form.



pottery



bark container



bark wigwam

TRIBES

Algonquian
Delaware
Erie
Powhatan
Shawnee
Wampanoag

Iroquois Nation
Cayuga
Mohawk
Oneida
Onondaga
Seneca

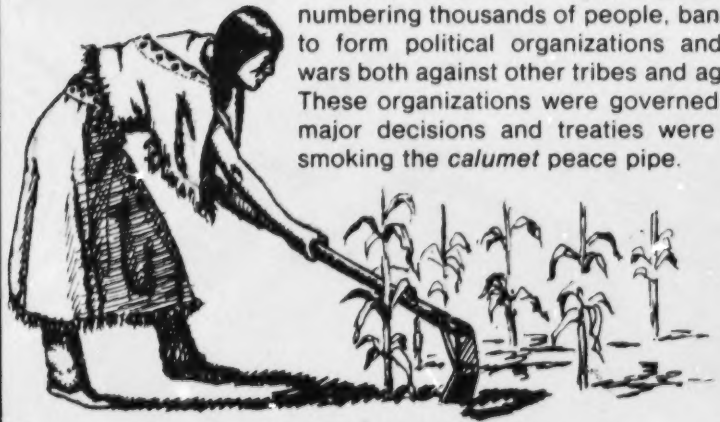
LEADERS

Joseph Brant
King Philip
Massasoit
Pocahontas

Powhatan
Red Jacket
Hiawatha
Tecumseh

SPECIAL CHARACTERISTICS

These agrarian people, like their neighbors to the south, were more settled than others. Warfare, as in the Plains, however, was an integral part of life and conducted on a grand scale. Many tribes, numbering thousands of people, banded together to form political organizations and to conduct wars both against other tribes and against Whites. These organizations were governed by councils; major decisions and treaties were "signed" by smoking the *calumet* peace pipe.



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MAJOR HISTORIC NORTH AMERICAN INDIAN CULTURE AREAS
Time span: pre-Columbian times to close of 19th century

The NATIVE AMERICANS:
Southeast Indians

in conjunction with
INDIANS: The First Americans
A Survey of Historic North American Indian Culture Areas
and
INDIANS: The First Americans, a series of twelve authentic Indian portraits representing the culture areas

Osceola (Black Drink Halloer), Seminole

by Polly and John Zane
illustrated by John Zane

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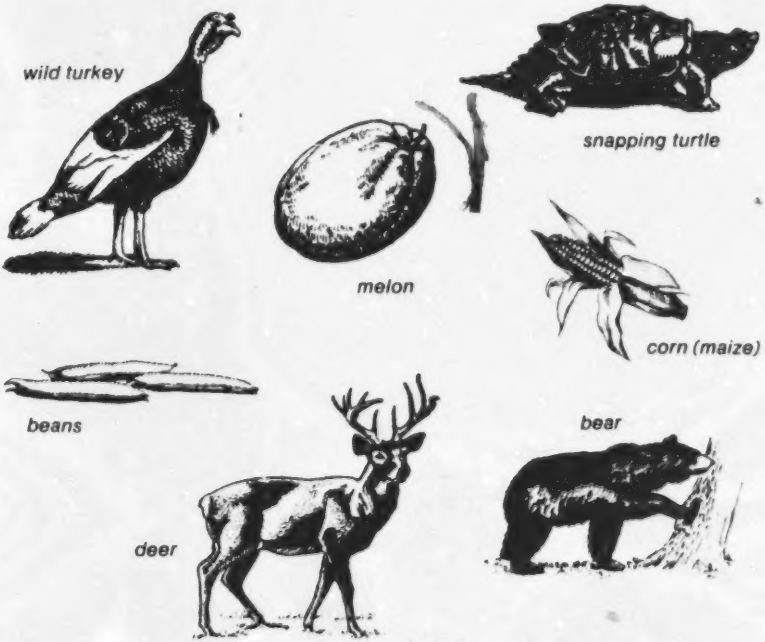
Southeast Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

The Southeast culture adapted to a warm, moist, and varied climate, and a terrain that included extensive swamps, savannas, and broadleaf and coniferous forests. Rivers and streams furnished the natural irrigation necessary to their agricultural way of life. Through hunting, gathering, and fishing, they varied their diet with meat, wild plants, fruit, nuts, and seafood.

FOOD

Cultivated crops formed the basis of this economy. Crops included: corn (the most important), beans, pumpkin, squash, melon, sunflowers, and tobacco. They also gathered such wild crops as rice, sweet potatoes, nuts, herbs, berries, and fruit. Hunting furnished bear, deer, turkey, rabbit, game birds. From sea and stream came fish, shellfish, turtles, and waterfowl. Generally, meat was boiled in clay pots, but might also be roasted or baked.



Coastal woman shown soon after arrival of Europeans. Gourd was used to carry water. Note tattoos on face and arms.

CLOTHING

The one basic piece of clothing for men was a buckskin *breechclout* over which other clothes of fur or feathers were worn in winter or for ceremonial dress. Women's basic garment was a wrap-around skirt which hung to the knees and was made of buckskin or some fibrous material. A warm robe was added in winter. Both men and women wore leggings and moccasins in winter although these were considered a luxury for women. Ornaments and clothes reflected wealth and rank, and varying degrees of European influence.

SHELTER

The summer houses of the Southeast were similar to the Iroquois' *longhouses* but with two-pitched and gabled roofs. Mud walls and bark- or reed-thatched roofs insulated against the heat. Houses were built on raised earthen mounds or with a structure of poles. Winter houses were semi-subterranean and earth-covered. Access was through a tunnel similar to that used for the lodges of the Prairie culture.

These Seminole houses, called chickees, *had thatched roofs and open sides to catch the breeze. A platform several feet above the ground gave the inhabitants some protection from snakes and crawling insects.*

SOCIETY, WAR, and PEACE

This culture was highly organized politically. The Creeks, for example, numbered nearly 40,000 people in about 50 villages. Each village had its own chief; often, he held the power of life or death over tribal members. With other officials, these chiefs formed a council which determined important matters for the whole tribe. Warfare was an integral part of the culture, as in the Northeast, but in contrast festivals and ceremonies were also an important part of life.

ARTS, CRAFTS, and TOOLS

Although Southeastern arts and crafts took many forms, none was highly developed. Women made baskets, tanned hides, and wove clothes. They also made *coiled clay pots*, cane mats, wooden bowls and stools, shell ornaments, and (from braided animal hair) belts, straps, and garters. Men made the famed *calumet* smoking pipes, bows and arrows, spears, knives, canoes, and such simple farm tools as digging sticks and hoes.

An advanced example of the potter's art, this jar was created in the form of a seated person.

In ancient times, a master craftsman at Key Marco (Florida) carved this superb deer's head from wood.

TRIBES

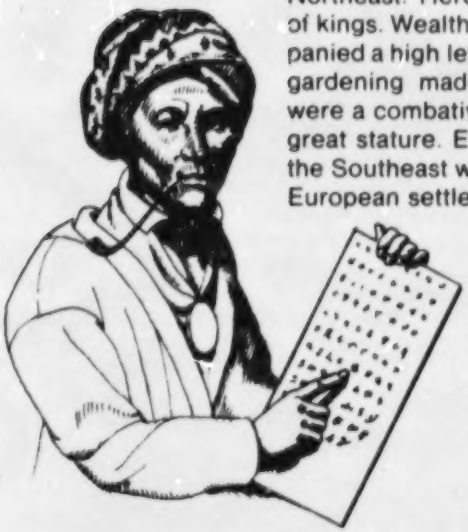
Biloxi
Calusa
Cherokee
Chickasaw
Chocktaw
Creek
Natchez
Quapaw
Seminole
Timucua

LEADERS

Austenaco
Billy Bowlegs
Osceola
John Ridge
John Ross
Saturiba
Sequoya
Tomochichi

SPECIAL CHARACTERISTICS

The largest tribal units north of Mexico developed in the Southeast culture, as they had also in the Northeast. Here, however, rulers had the power of kings. Wealth, rank, and class structure accompanied a high level of civilization. Although simple gardening made this an agrarian culture, they were a combative people and war heroes gained great stature. Even so, the five leading tribes of the Southeast were forced to emigrate by the first European settlers.



Sequoya, the genius who single-handedly developed a written language for the Cherokees, spent twelve years developing a system of symbols by which his people could record and preserve their thoughts. In the Indian world before Columbus only the Meso-Americans had a written language.

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Name unknown, Maya

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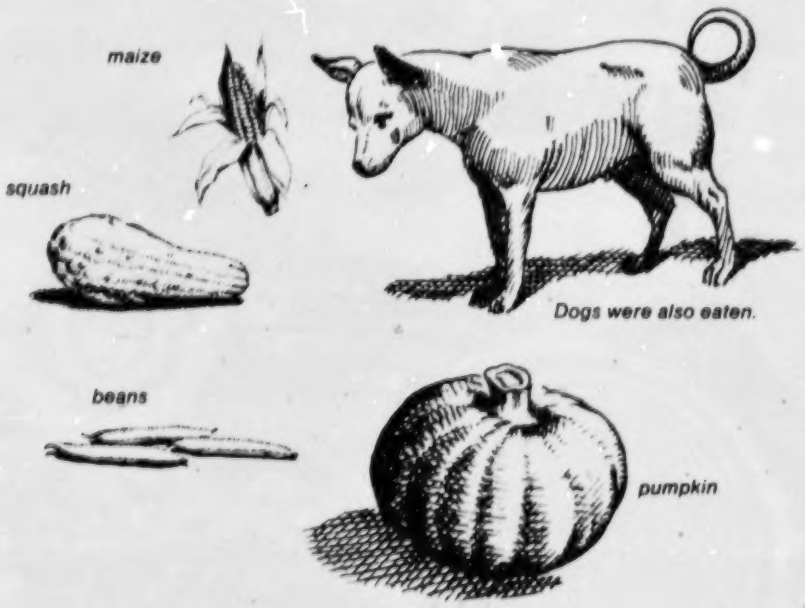
Meso-American Indians (see culture area map on back cover)

LAND, CLIMATE, and SUBSISTENCE

Meso-America included: parts of Mexico south of the 21st parallel, Guatemala, British Honduras, El Salvador, and parts of Honduras and Nicaragua. Most of the land is undefined highland with small amounts of scrub and thorn forest and very little tropical rain-forest. Because of the arid climate, the only wild plants were those needing little water, but the Indians existed almost entirely on cultivated crops, primarily corn.

FOOD

Meso-America's agrarian economy successfully supported a huge population. Men did most of the farming, raising maize (the major crop), beans, pumpkins, potatoes, summer squash, and an abundance of fruit—avocado, probably bananas, and pineapples. Protein was somewhat deficient but, when available, included wild game and such domesticated animals as dogs, turkeys, geese, and quail. Fishing was done only on the coasts.



CLOTHING

Woven cotton material for clothes was preferred by the wealthy; the poor made do with woven maguey fiber. Men wore *breechclouts*, knee-length mantles, and occasionally a tunic (under the mantle). Women wore wrap-around skirts and sleeveless blouses. Clothes were elaborately decorated and, in the case of the wealthy, covered with jeweled status symbols. Women's hair was longer than men's but men wore sideburns; both cut their hair in bangs.

Ancient clay figurine shows clothing style of upper-class Maya.

SHELTER

There were at least three house-types in Meso-America: the rectangular, flat-roofed stone and adobe structure; the rectangular, gabled-thatch structure; and a more elaborate rectangular house with a pyramidal roof and walls of adobe, mud, poles, bricks, or stone. These multi-family homes had wooden platforms, stools, and sleeping mats.

Maya thatch hut

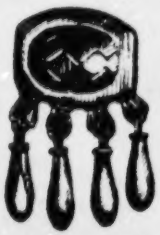
A stone and cement pyramid is topped by a temple. The huge structure dwarfs the human figures seen climbing the steps.

SOCIETY, WAR, and PEACE

The Meso-American civilizations (Olmec, Zapotec, Toltec, Mayan, Aztec, and others) were far more developed than any other in North America. These civilizations, where a single population center might have hundreds of thousands of people, had political units we now call states. Military campaigns depended on compulsory service by every male in the country. War was waged to exact tribute from the conquered and to take the prisoners needed by the state religion for sacrifice.

ARTS, CRAFTS, and TOOLS

Meso-America alone among culture areas attained a highly elaborate architecture; examples of it still survive—temples, pyramids, civic buildings. Their sculptors produced artistic masterpieces as impressive as the architecture, as was the work of goldsmiths and jewelers. After 450 years of looting by Europeans, few of these metal works remain. In the lesser crafts both men and women excelled, especially in ceramics and weaving. Meso-America was indeed a land of talented, full-time specialists.



One of the simpler gold ornaments made by the Mixtec craftsmen over 800 years ago.

Knife used by priest in human sacrifice had flint blade with carved, gold-covered wooden handle.

This stucco mask representing an ancient Mayan has features greatly resembling the Mayans of today.

TRIBES

Aztec
Maya
Mixtec
Olmec
Otomi
Tarascan
Totanac
Toltec
Zapotec

LEADERS

Montezuma II
Cuauhtemoc

SPECIAL CHARACTERISTICS

Meso-America had a highly distinctive, complex culture whose main features were: an intense farming economy, a highly developed political organization, huge population centers, standing armies, a state religion, and artistic and scientific achievements far exceeding those of any other North American culture—advanced architecture, written language, metallurgy, a number system, calendar, and knowledge of astronomy. Their flat-topped pyramids still remain as reminders of this magnificent culture.

The Sun Stone or so-called Aztec calendar is twelve feet across, weighs twenty tons, and was carved almost 500 years ago.

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